



Collaborative Enhancement Project 2022/2023



Optionality in Assessment: Case Studies

Case Study 5

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Institution: University of Manchester

Discipline/Field of Study: Nursing

Type of Assessment: Students choose their own assessment format

Credits: 10

Level: Level 5

Unit Type: Mandatory or core for all students on a particular programme

Type of Optionality: Submission format and able to choose own topic, but both must be agreed with supervisor

Assessment Details:

The Negotiated study unit forms part of the pre-registration nursing degree and is part of a suite of 10 credit optional units in year 2. It gives students the opportunity to explore topics that might not be encountered through the degree pathway and to also try novel submission formats.

a. Instructions for completing the assessment

Choosing a topic and format for submission:

- You will work with your supervisor to decide on a topic and the format of your assignment
- This must be agreed and submitted as agreed
- You cannot undertake primary research
- This must be the equivalent of a 2,500 word essay

What to choose:

- Choose a subject that interests you
- It must be health related but can be wider than nursing
- You can look at something outside of your field and you would move into the relevant small group for supervision if necessary

What do we mean by format?

- You can choose how to present your work
- It must be the equivalent effort to a 2,500 word essay

Previous students have done/considered:

- Writing for publication
- Essay
- Presentation
- Poster
- Literature review
- Case study

Criteria for success:

Essential Criteria

- Be supported with relevant references using the approved Harvard format
- Has a [reference](#) list of all cited literature (NB. if the reference list is not included the assignment will receive 0% mark)
- Conform to submission instructions as outlined on submission area (if not may receive 0% mark)
- Identification and negotiation and completion of a topic of interest that is of relevance to the overall programme
- Demonstrating of development of the confidence and skills to undertake independent study.


Desirable Criteria


- Demonstrates knowledge and understanding of issues and concepts
- Content is organised, accurate throughout and shows clear evidence of structure and planning.
- Application of theory to practice is evident across all issues.

- Arguments are clear, logical and well supported.
- Evidence of wide reading which is used to support discussion. Engagement with a range of literature is evident.

b. Marking rubric



 The University of Manchester	FHEQ 5 Level descriptors 90 - 100% Exceptional, very advanced	Examples of good practice 'long form' statements	Examples of words and phrases to be used, or avoided, according to marking range	
<ol style="list-style-type: none"> Transferable skills: written communication, including use of subject specific language is of the highest standard that can be reasonably expected for the level of submission. There is an exemplary standard of written and / or oral communication. The use of disciplinary terminology and technique displays the highest level of accuracy and understanding that can be expected at this level. Learning outcomes and assessment criteria: adherence to the criteria for assessment in the question. All learning outcomes and assessment criteria have been achieved to an exemplary standard. All requirements of the assessment have been adhered to. Structure, planning and organisation: exceptional presentation; clear, logical and creative. Almost flawless. The organisation, structure and standard of presentation of the work including referencing where appropriate are very advanced throughout. Evidence of reading that is appropriate, relevant, broad and accurately recorded: advanced use of sources / case studies and / or evidence. Demonstrates an impressive command of data or literature drawing on a very broad range of material and / or examining the topic in considerable detail. Demonstrates a very advanced sensitivity to the limits / limitations of evidence. Advanced in all respects. Outstanding reference list with academic referencing conventions employed accurately, consistently and according to established practice within the discipline. Use and application of contextual evidence, ideas, concepts, theory and other relevant information and artefacts is very advanced. Use of research to support the discussion: interpretation and application of relevant research findings. Highly evident evidence of interpretation, critical evaluation and analysis of appropriate research findings; the analysis of research findings is very advanced. Knowledge and understanding of the topic, the main issues and the concepts: work demonstrates an exceptional standard of critical analysis. Very advanced in its use of ideas, concepts and theory. There is a very advanced display of in-depth understanding, exploration and insight and / or research. Application of theory to practice: link between theory and practice and practice-related issues and / or standards. Application of theory and concepts to practice is very advanced, exemplary. Demonstrates a very advanced understanding of link between theory and practice and practice-related issues and / or standards. Reflection on practice which identifies professional development and responsibility: initiative, self-reflection and decision making. Demonstrates very advanced evidence of their ability to reflect on and challenge their assumptions. The work displays very advanced levels of decision making and self-reflection. Arguments: the understanding of the topic and associated issues / debates. Highly effective and sustained argument, demonstrating very advanced level of understanding of the topic and associate issues / debates. Addresses all aspects of the assignment to a very advanced standard. Levels of rigour, judgement and contextualisation are very advanced. There is advanced evidence throughout of the ability to challenge the relationship between arguments and concepts. 	<p>Your work is exceptional. It attains all learning objectives for the unit and adheres to all guidelines. The essential material is presented thoroughly and accurately and weighed appropriately. Moreover, the work amply demonstrates very advanced knowledge and an ability to integrate theories, evidence and techniques. The clarity of thought and the way that it is expressed is very impressive for this level of work.</p>	<p>USE</p> <p>Exceptional</p> <p>Very Advanced</p>	<p>AVOID</p> <p>Good</p> <p>Very Good</p> <p>Excellent</p> <p>Perfect</p> <p>Flawless</p> <p>Complete</p>	

 The University of Manchester	FHEQ 5 Level descriptors 80 - 89% Outstanding, sophisticated, insightful, ambitious, perceptive, advanced, strong in most areas and may be exemplary in some	Examples of good practice 'long form' statements	Examples of words and phrases to be used, or avoided, according to marking range	
<ol style="list-style-type: none"> Transferable skills: a very high standard of written English. There is an outstanding standard of written and / or oral communication. The use of disciplinary terminology and technique displays nearly the highest level of accuracy and understanding that can be expected for the level. Learning outcomes and assessment criteria: adherence to the criteria for assessment in the question. All learning outcomes and assessment criteria have been achieved to an outstanding level and some to an exemplary standard. All requirements of the assessment have been adhered to. Structure, planning and organisation: a very high standard of presentation; clear, logical and few errors. The organisation, structure and standard of presentation of the work, including referencing where appropriate, is outstanding throughout. Evidence of reading that is appropriate, relevant, broad and accurately recorded: work demonstrates a very strong command of data or literature drawing on a broad range of material and / or examining the topic in some detail. Also demonstrates a high level of awareness of and sensitivity to the limits of evidence. A very high standard of referencing throughout. Reference list conforms to a very high standard. Use and application of contextual evidence, ideas, concepts, theory and other relevant information and artefacts is outstanding. Use of research to support the discussion: interpretation and application of relevant research findings. Outstanding evidence of interpretation, critical evaluation and analysis of appropriate research findings. Evidence of interpretation, critical evaluation and analysis of research findings is strong in most areas and may be exemplary in some. Knowledge and understanding of the topic, the main issues and the concepts: an outstanding piece of work which demonstrates outstanding standard of critical analysis that employs ideas, concepts and theory to good effect. There is an excellent display of in-depth understanding, exploration and insight and / or research. Application of theory to practice: link between theory and practice and practice-related issues and / or standards. Application of theory and concepts to practice is strong in most areas and may be exemplary in some. Demonstrates a strong understanding of link between theory and practice and practice-related issues and / or standards. Reflection on practice which identifies professional development and responsibility: initiative, self-reflection and decision making. Demonstrates outstanding evidence of their ability to reflect on and challenge their assumptions. The work consistently displays outstanding levels of decision making and self-reflection. Arguments: the understanding of the topic and associated issues / debates. Coherent and articulate arguments, demonstrating a very high level of understanding of the topic and associated issues / debates. Has addressed most or all aspects of the assignment. The work is sophisticated, insightful, ambitious and perceptive. Levels of rigour, judgement and contextualisation are outstanding. There is very clear evidence throughout of the ability to challenge the relationship between arguments and concepts. 	<p>Your work is outstanding. Your response to the question is perceptive. Your argument is very well structured. It is logical and convincing. You use data and / or literature to support that argument and give very pertinent examples. You demonstrate a very high level of understanding of this topic. To improve future marks you should attempt to refine your analysis and arguments even further.</p>	<p>USE</p> <p>Outstanding</p> <p>Sophisticated</p> <p>Insightful</p> <p>Ambitious</p> <p>Perceptive</p> <p>Advanced</p>	<p>AVOID</p> <p>Good</p> <p>Very good</p> <p>Excellent</p> <p>Comprehensive</p>	

 The University of Manchester	FHEQ 5 Level descriptors 70 - 79% Excellent, detailed, lucid, strong in most areas	Examples of good practice 'long form' statements	Examples of words and phrases to be used, or avoided, according to marking range	
<ol style="list-style-type: none"> Transferable skills: there is an excellent standard of written and / or oral communication. The use of disciplinary terminology and technique displays the highest level of accuracy and understanding that can be expected at this level. Learning outcomes and assessment criteria: adherence to the criteria for assessment in the question. All learning outcomes and assessment criteria have been achieved to a high level of excellence and some to an outstanding level. All requirements of the assessment have been adhered to. Structure, planning and organisation: content is exceptionally well organised, accurate and shows extensive evidence of structure and planning. An excellent high standard of presentation; clear, logical and few errors. The organisation, structure and standard of presentation of the work, including referencing where appropriate are excellent throughout. Evidence of reading that is appropriate, relevant, broad and accurately recorded: excellent evidence of appropriate critical reading which is used to support and challenge discussion and integration of theory from related disciplines. Work demonstrates a strong command of data or literature drawing on a broad range of material and / or examining the topic in some detail. The submission shows awareness of the limits / limitations of evidence. A high standard of referencing throughout. Reference list conforms to a high standard, though there may be a small number of errors. Use and application of a depth and breadth of contextual evidence, ideas, concepts, theory and other relevant information and artefacts is excellent. Use of research to support the discussion: interpretation and application of relevant research findings. Excellent evidence of interpretation, critical evaluation and analysis appropriate research findings: evidence is strong in most areas. Evidence of interpretation, critical evaluation and analysis of research findings is strong in most areas. Knowledge and understanding of the topic, the main issues and the concepts: an excellent piece of work, which demonstrates extensive knowledge and critical understanding of issues and concepts. Substantial evidence understanding, application and problem solving. Work demonstrates a high standard of critical analysis and / or originality. Employs ideas, concepts and theory to good effect. There is an excellent display of in-depth understanding and insight and / or research. Application of theory to practice: link between theory and practice and practice-related issues and / or standards. Application of theory and concepts to practice is evident across all issues with well-developed implications of recommended change (where appropriate). Demonstrates a strong understanding of link between theory and practice and practice-related issues and / or standards. Reflection on practice which identifies professional development and responsibility: initiative, self-reflection and decision making. Excellent evidence of ability to reflect on practice, and challenge own assumptions. Excellent evidence of ability to reflect on practice which leads to identified personal development. The work consistently displays excellent levels of decision making and self-reflection. Arguments: the understanding of the topic and associated issues / debates. Coherent arguments, demonstrating a high level of understanding of the topic and associated issues / debates. Has addressed most or all aspects of the assignment to a high standard. The work is detailed, compelling, lucid and strong in most areas. Levels of rigour, judgement and insightful contextualisation are excellent. There is clear evidence throughout of the ability to challenge the relationship between arguments and concepts. 	<p>Your work is excellent. It has clear aims and largely achieves them. It draws upon an appropriately wide range of sources, displays analytical depth with substantial evidence of independent thought, and is written and presented to a very high standard. To improve future marks you should attempt to identify any weaker parts of your argument and / or its presentation, ensure you have addressed opposing viewpoints or evidence decisively, and consider extending the range and use of supporting resources even further.</p>	USE Excellent Detailed Lucid	AVOID Accurate Good Very good Outstanding Authoritative	
<ol style="list-style-type: none"> Transferable skills: a very good standard of written English with only minor errors present. There is a very good standard of written and / or oral communication. The use of disciplinary terminology and technique displays very good levels of accuracy and understanding. Learning outcomes and assessment criteria: adherence to the criteria for assessment in the question. All learning outcomes and assessment criteria have been achieved to a good standard with some (at the higher ranges of this band) achieved to a very good / excellent standard. All requirements of the assessment have been adhered to. Structure, planning and organisation: content well organised and accurate and shows clear evidence of structure and planning. A very good standard of presentation; clear, mostly logical and errors are mostly very minor. The organisation, structure and standard of presentation of the work, including referencing where appropriate are good throughout. Evidence of reading that is appropriate, relevant, broad and accurately recorded: clear evidence of appropriate critical evaluation of reading which is used to support discussion and integration of theories from related disciplines. The student draws on a good range of material but lacks the breadth of engagement with the secondary literature. Very good use of evidence. Topics are mostly addressed but not always examined in sufficient detail. Partial awareness of the limits of evidence. A very good standard of referencing, though a few errors or inconsistencies may be present. Good referencing but possibly containing technical errors, some minor, some more serious. The work shows evidence of the use of ideas, concepts, theory and other relevant information and artefacts. Use of research to support the discussion: interpretation and application of relevant research findings: very good evidence of interpretation, critical evaluation and analysis of appropriate research findings: evidence of interpretation, critical evaluation and analysis of research findings is good in most areas and strong in some. Knowledge and understanding of the topic, the main issues and the concepts: demonstrates knowledge and critical understanding of main issues and concepts with clear evidence of understanding, application and problem solving. The work contains some very good examples of critical analysis but limited in use of ideas, concepts case studies etc. There is a very good display of understanding, insight and / or research. Application of theory to practice: link between theory and practice and practice-related issues and / or standards. Application of theory and concepts to practice is evident across most issues. Discussion of the implications of the analysis results in recommendations (where appropriate). Demonstrates a very good understanding of link between theory and practice and practice-related issues and / or standards. Reflection on practice which identifies professional development and responsibility: initiative, self-reflection and decision making. Clear evidence of ability to reflect on practice and challenge own assumptions. The work displays very good levels of decision making and self-reflection. Arguments: the understanding of the topic and associated issues / debates. Arguments are clear logical and well supported. There is clear evidence of critical evaluation and analysis. Though it may lack finesse it is thorough, clear and shows an understanding of the subject context. Has addressed most or all aspects of the assignment. The work shows evidence of rigour, judgement and contextualisation though it may lack finesse. There is evidence throughout of the ability to challenge the relationship between arguments and concepts. 	<p>Your work is very good. It addresses the specific topic area very well, with a sound demonstration of knowledge and skills. You provide evidence of appropriate reading and thinking and draw upon the literature coherently to substantiate your claims. Your work is well considered. To improve future marks you should consult a wider range of sources and deepen your analysis.</p>	USE Very good Sound Effective	AVOID Good Excellent Outstanding	

 The University of Manchester	FHEQ 5 Level descriptors 50 - 59% Good, clear, fair, competent, reasonable, coherent, good in some areas but only satisfactory in others	Examples of good practice 'long form' statements	Examples of words and phrases to be used, or avoided, according to marking range	
<p>1. Transferable skills: a good / reasonable standard of written English, though a number of errors may be present. There is a reasonable standard of written and / or oral communication though some errors may be present. The use of disciplinary terminology and technique displays satisfactory levels of accuracy and understanding.</p> <p>2. Learning outcomes and assessment criteria: adherence to the criteria for assessment in the question. All learning outcomes and assessment criteria have been achieved to a satisfactory standard with some (at the higher ranges of this band) achieved to a good standard. There may be some minor divergences from the specifications of the assessment task.</p> <p>3. Structure, planning and organisation: content well organised and accurate and shows evidence of structure and planning. A satisfactory standard achieved, mostly clear, some evidence of logical progression. Some minor inaccuracies. The organisation, structure and standard of presentation of the work are satisfactory, although some instances of poor organisation or limited use of referencing conventions may be present.</p> <p>4. Evidence of reading that is appropriate, relevant, broad and accurately recorded: some evidence of appropriate critical evaluation of reading, which is used to support discussion and integration of theories from related disciplines. Draws on a satisfactory but relatively limited range of sources. Some assessment of evidence. Topics are mostly addressed but not always examined in sufficient detail. Some use of examples. Treatment of data or literature is basically sound but too narrow in scope and underdeveloped. Understanding of the limits of evidence not fully articulate or understood. Referencing is good on the whole, though some inconsistencies of poor / limited citation may be present. Satisfactory references but likely to reveal some weaknesses in composition and use of referencing conventions. The work shows some but limited examples of the use of ideas, concepts, theory and other relevant information and artefacts.</p> <p>5. Use of research to support the discussion: interpretation and application of relevant research findings. Good evidence of interpretation, critical evaluation and analysis of research findings. Evidence of interpretation, critical evaluation and analysis of research findings is good in some areas but only satisfactory in others.</p> <p>6. Knowledge and understanding of the topic, the main issues and the concepts: demonstrates knowledge and critical understanding of main issues and concepts with some evidence of understanding, application and problem solving. Conscientious work and attentive to subject matter and / or task set, but balanced towards a descriptive rather than critically analytical argument. There is a good display of in-depth understanding, exploration and insight and / or research.</p> <p>7. Application of theory to practice: link between theory and practice and practice-related issues and / or standards. Application of theory and concept to practice is evident across some issues. Limited discussion of the implications of analysis which results in some recommendations (where appropriate). Demonstrates a good understanding of link between theory and practice and practice-related issues and / or standards.</p> <p>8. Reflection on practice which identifies professional development and responsibility: initiative, self-reflection and decision making. Demonstrates some evidence of ability to reflect on and challenge own assumptions. The work displays some good but limited examples of decision making and self-reflection.</p> <p>9. Arguments: the understanding of the topic and associated issues / debates. Arguments are clear, logical and well supported. There is some evidence of evaluation and critical analysis. Competent work with evidence of engagement in the relevant issues but little originality and only occasional insight. Gaps in understanding and knowledge, may not have addressed all aspects of the assignment. The work shows some but limited evidence of intellectual rigour, judgement and contextualisation.</p>	<p>Your work is good. You have demonstrated an understanding of the relevant principles; theories, evidence and techniques and you have gone some way to meeting your aims through presenting a coherent argument in a competent manner. To improve future marks you should increase your level of critical appraisal and independent enquiry, and seek to demonstrate a deeper understanding of the subject.</p>	<p>USE</p> <p>Good</p> <p>Clear</p> <p>Fair</p> <p>Competent</p> <p>Reasonable</p> <p>Coherent</p>	<p>AVOID</p> <p>Very good</p> <p>Excellent</p> <p>Adequate</p> <p>Moderate</p> <p>Descriptive</p> <p>Basic</p>	
<p>MANCHESTER 1824 The University of Manchester</p>	FHEQ 5 Level descriptors 40-49% Sufficient, adequate, partial / some awareness, barely satisfactory in a few areas and weak in most others	Examples of good practice 'long form' statements	Examples of words and phrases to be used, or avoided, according to marking range	
<p>1. Transferable skills: a barely satisfactory standard of written English. A number of serious errors are present. The structure is poor and written with poor attention to vocabulary and grammar. There is a basic but poor standard of written and / or oral communication. The use of disciplinary terminology and technique displays minimal levels of accuracy and understanding.</p> <p>2. Learning outcomes and assessment criteria: adherence to the criteria for assessment in the question. All learning outcomes and assessment criteria have been met but only to the required minimal level. There may be some divergences from the specifications of the assessment task.</p> <p>3. Structure, planning and organisation: content is mostly well organised, accurate and shows evidence of structure and planning. Barely satisfactory standard of presentation. Some inaccuracies / errors may be of a more serious nature. The organisation, structure and standard of presentation of the work are basic.</p> <p>4. Evidence of reading that is appropriate, relevant, broad and accurately recorded: limited evidence of appropriate critical reading which is used to support discussion and integration of theories from related disciplines. Draws on a limited range of sources. Little attempt to assess evidence. Examples are provided, but are poorly chosen and employed. Lacking in sophistication or finesse. Submission reflects a limited level of engagement in wider reading and a limited confidence / ability in the use of evidence. Limits of evidence very poorly articulate or understood. Citations present but referencing is poor, suggesting that limited effort has been made to follow guidance. References barely adequate. Many errors, some serious, revealing limited awareness of mechanics of scholarship. Students' grasp of ideas, concepts, theories and other relevant information is weak and is poorly articulated or contains flaws.</p> <p>5. Use of research to support the discussion: interpretation and application of relevant research findings. Sufficient, partial / some evidence of interpretation, critical evaluation and analysis of appropriate research findings. Limits of evidence very poorly articulated or understood; is barely satisfactory in a few areas and weak in most others.</p> <p>6. Knowledge and understanding of the topic, the main issues and the concepts: demonstrates sufficient knowledge and critical understanding of main issues and concepts, but with limited evidence of understanding, application and problem solving. Narrow range of data and / or literature employed is very limited. May be mostly limited to material provided in lectures / seminars. There is a limited evidence of understanding, exploration and insight and / or research.</p> <p>7. Application of theory to practice: link between theory and practice and practice-related issues and / or standards. Limited application of theory and concepts to practice is evident across some issues. Little discussion of the implications of analysis which results in limited recommendations, solutions (where appropriate). Understanding of link between theory and practice and practice-related issues and / or standards is only adequate.</p> <p>8. Reflection on practice which identifies professional development and responsibility: initiative, self-reflection and decision making. Demonstrates limited evidence of ability to reflect on or challenge own assumptions. The work displays very limited examples of decision making and self-reflection.</p> <p>9. Arguments: the understanding of the topic and associated issues / debates. Arguments although generally clear, logical and well supported are limited. There is limited evidence of evaluation and critical analysis. Work shows some minor understanding of the topic and relevant knowledge, but its treatment is basic and superficial, and mostly weak. Arguments employed are poorly evidenced and / or contain flaws. The work shows limited evidence of intellectual rigour, judgement and contextualisation.</p>	<p>Your work has sufficient knowledge, coherence, use of appropriate resources and quality of presentation to warrant a basic pass. You have provided an answer that lacks detail and depth. It is very descriptive and does not fully address the issues raised by the question. Your arguments are often simplistic. To achieve a higher mark you need to make sure that all your points are fully supported with data or evidence from the literature. You also need to achieve greater analytical depth and take fuller account of opposing viewpoints or evidence in order to provide more substantial, comprehensive and nuanced support for your argument.</p>	<p>USE</p> <p>Sufficient</p> <p>Adequate</p> <p>Basic</p>	<p>AVOID</p> <p>Weak</p> <p>Poor</p>	

 The University of Manchester	FHEQ 5 Level descriptors (Degree) FAIL 30 - 39% Insufficient, partial, some awareness, barely satisfactory in a few areas and weak in most others	Examples of good practice 'long form' statements	Examples of words and phrases to be used, or avoided, according to marking range	
	<ol style="list-style-type: none"> Transferable skills: unsatisfactory standard of written English. Too many serious errors present. Weaknesses undermine clarity of meaning. Text occasionally incomprehensible. Includes significant flaws in spelling, grammar and basic sentence / paragraph composition. There is an unsatisfactory standard of written and / or oral communication; there may be significant flaws in spelling, grammar and composition which undermine the clarity of meaning. The use of disciplinary terminology and techniques does not meet required levels of accuracy and understanding. Learning outcomes and assessment criteria: adherence to the criteria for assessment in the question. One or more of the learning outcomes and assessment criteria have not been met. Pays insufficient attention to the assessment criteria and significantly diverges from the specifications of the assessment task. Structure, planning and organisation: no / insufficient structure or evidence of planning / illegible presentation. Poor / unsatisfactory standard, lacking sufficient clarity and a logical progression with serious errors / inaccuracies. The work is disorganised and unclear, and the standard including references where appropriate is weak. Evidence of reading that is appropriate, relevant, broad and accurately recorded: evidence of reading is insufficient or inappropriate. Reference list absent / inappropriate. Draws on a very limited range of sources. No real attempt to assess evidence. Examples are occasionally provided, but are poorly chosen and employed. Entirely lacking in sophistication or finesse. Submission reflects a very limited level of engagement in wider reading and a limited confidence / ability in the choice and use of evidence. Citations present but very limited. Referencing is very poor. Bibliography is omitted, partial or poorly structured. Guidance not followed. Many serious errors, revealing very limited awareness of mechanics of scholarship. The work draws on a very limited range of contextual evidence, theory, literature and other artefacts. There is very little evidence of wider reading and very limited evidence of the mechanics of scholarship. Use of research to support the discussion: interpretation and application of relevant research findings. Insufficient evidence of interpretation, critical evaluation and analysis of appropriate research. Insufficient evidence of a critical or analytical engagement in the topic. Knowledge and understanding of the topic, the main issues and the concepts: presents an insufficient level of knowledge and understanding of the topic / concepts / issues. The treatment is mostly descriptive. The work does not meet expected levels of understanding and exploration of major ideas. Whilst the work contains some evidence of critical analysis, it is too limited or partial or lacking in depth to justify a pass. It contains some material of merit but shows very limited insight and / or research. Application of theory to practice: link between theory and practice and practice-related issues and / or standards. Does not demonstrate or has insufficient demonstration of how theory is linked to practice. Understanding of link between theory and practice and practice-related issues and / or standards is insufficient for a pass. The work does not make any real attempts to assess or apply the evidence or theory. Examples are occasionally provided but poorly articulated. Reflection on practice which identifies professional development and responsibility: initiative, self-reflection and decision making. Insufficient evidence of safe practice. Insufficient ability to reflect on practice. The work demonstrated no substantive evidence of decision making and self-reflection. Arguments: the understanding of the topic and associated issues / debates. Illogical arguments are presented. Personal opinions are unsupported. The submission contains some minor material of merit but it is only a partial attempt to address the question that fails to answer the question fully in a robust manner. Mostly unsuccessful attempts to construct arguments. Poor understanding of key issues or concepts. The work does not meet expected levels of understanding and exploration of major ideas. It contains some material of minor merit but shows very limited insight and / or research. 	<p>Your work demonstrates insufficient and partial knowledge and skills in the topic and does not merit a pass mark. Your work does not demonstrate adequately the study skills required at this level. Although you show some awareness of the area, you have missed many important facts and concepts and made major errors. You have made no attempt to critically evaluate evidence and shown no evidence of independent research. Your work has minimal underlying structure and is frequently confused and incoherent. To improve future marks you should improve your awareness of the appropriate principles, theories, evidence and techniques and engage more critically with them. You should present and structure your arguments better and make sure that they are substantiated.</p>	<p>USE</p> <p>Insufficient</p> <p>Partial</p> <p>Some awareness</p>	<p>AVOID</p> <p>Wrong</p> <p>Rubbish</p> <p>Weak</p> <p>Poor</p>
 The University of Manchester	FHEQ 5 Level descriptors FAIL 20 - 29% Inadequate, deficient, some attempt but confused and weak in most areas	Examples of good practice 'long form' statements	Examples of words and phrases to be used, or avoided, according to marking range	
	<ol style="list-style-type: none"> Transferable skills: a poor standard of written English. Includes serious flaws in spelling, grammar and basic sentence / paragraph composition. Learning outcomes and assessment criteria: adherence to the criteria for assessment in the question. Some attempt. Confused and weak in most areas. Most or all of the learning outcomes and assessment criteria have not been met. Structure, planning and organisation: confused and weak in most areas. No / insufficient structure or evidence of planning / illegible presentation. Very poor and unsatisfactory standard of presentation, lacking sufficient clarity and a sufficiently logical progression with many serious inaccuracies. Evidence of reading that is appropriate, relevant, broad and accurately recorded: is insufficient or inappropriate. Reference list absent / inappropriate. Draws on minimal range of sources. Rarely goes beyond paraphrasing bits of lecture notes or easily accessible web sources. No attempt made to assess evidence. Examples are very rarely provided, those that are, being very poorly employed. Work reflects a very limited level of engagement in study on a more general level. Citations almost or entirely absent. Guidance largely ignored. Reference list omitted very poorly assembled. Awareness of mechanics of scholarship very weak. Use of research to support the discussion: interpretation and application of relevant research findings. Inadequate, deficient, confused, little evidence of interpretation, critical evaluation and analysis of appropriate research. Contains little evidence of a critical or analytical engagement in the topic. Knowledge and understanding of the topic, the main issues and the concepts: presents almost nearly inadequate level of knowledge and understanding of the topic / concepts / issues. The treatment is almost wholly descriptive. Contains little evidence of analytical engagement in the topic. Application of theory to practice: link between theory and practice and practice-related issues and / or standards. Does not demonstrate or has insufficient demonstration of how theory is linked to practice. Understanding of link between theory and practice and practice-related issues and / or standards is weak and considerably below that required for a pass. Reflection on practice which identifies professional development and responsibility: initiative, self-reflection and decision making. Insufficient evidence of safe practice. Insufficient ability to reflect on practice. Arguments: the understanding of the topic and associated issues / debates. Illogical arguments are presented. Personal opinions are unsupported. Little material of merit or relevance, revealing an inadequate and complete lack of understanding of key issues or concepts. Fails to address most aspects of the task or question set. Work lacks any sustained arguments. 	<p>Your work is inadequate, deficient, confused and weak in most areas of the topic and does not merit a pass mark. It demonstrates only a basic awareness of the subject matter. Your awareness of principles, theories, evidence and techniques is insufficient, and you show little evidence of critical engagement with the material. You have not paid sufficient attention to the quality, range and appropriateness of sources used, and your arguments are partial and unsubstantiated. To improve future marks you should improve your awareness of the appropriate principles, theories, evidence and techniques and engage more critically with them. You should present and structure your arguments better and make sure that they are substantiated.</p>	<p>USE</p> <p>Inadequate</p> <p>Deficient</p> <p>Some attempt</p> <p>Confused</p>	<p>AVOID</p> <p>Wrong</p> <p>Rubbish</p> <p>Weak</p> <p>Poor</p>

 The University of Manchester	FHEQ 5 Level descriptors FAIL 10 - 19% Severely inadequate, very deficient, incomplete and very weak in most areas	Examples of good practice 'long form' statements	Examples of words and phrases to be used, or avoided, according to marking range	
	<ol style="list-style-type: none"> Transferable skills: a very poor standard of written English throughout with little care taken in the composition of proper sentences or paragraphs. Learning outcomes and assessment criteria: adherence to the criteria for assessment in the question. Nearly all of the learning outcomes and assessment criteria have not been met. Structure, planning and organisation: no / insufficient structure or evidence of planning / illegible presentation. Little evidence that any thought has been given to the standard of presentation. Many serious errors / inaccuracies. Evidence of reading that is appropriate, relevant, broad and accurately recorded: insufficient or inappropriate. Reference list absent / inappropriate. Almost complete absence of evidence. Submission reflects a very limited level of engagement in study on a more general level. Citations absent. Guidance entirely ignored. No reference list that could merit description as such. Work shows no real attempt to apply the mechanics of scholarship. Use of research to support the discussion: interpretation and application of relevant research findings. Absent, severely inadequate or inappropriate inclusion of research findings. Evidence of critical evaluation and analysis of research findings is incomplete and very weak in most areas. No evidence of analytical engagement in the topic. Knowledge and understanding of the topic, the main issues and the concepts: presents almost entirely inadequate level of knowledge and understanding of the topic / concepts / issues. The treatment is almost wholly descriptive. Little evidence of knowledge and critical understanding of the topic. Application of theory to practice: link between theory and practice and practice-related issues and / or standards. Does not demonstrate or has insufficient demonstration of how theory is linked to practice. Understanding of link between theory and practice is very weak. Reflection on practice which identifies professional development and responsibility: initiative, self-reflection and decision making. Insufficient evidence of safe practice. Insufficient ability to reflect on practice. Arguments: the understanding of the topic and associated issues / debates. Illogical arguments are presented. Personal opinions are unsupported. No material of merit or relevance, revealing a complete lack of understanding of key issues or concepts. Fails to address all aspects of the task or question set. No attempt to construct arguments. 	<p>Your work is severely inadequate, very deficient, incomplete and very weak in most areas of the topic and unfortunately does not merit a pass mark. You show little or confused awareness of the appropriate principles, theories, evidence and techniques and little evidence of critical engagement. Your arguments are poorly presented and misrepresent or fail to demonstrate an understanding of the subject. Your use of sources is inappropriate and your arguments are unsubstantiated and unstructured. To improve future marks you should improve your awareness of the appropriate principles, theories, evidence and techniques and engage more critically with them. You should present and structure your arguments better and make sure that they are substantiated.</p>	<p>USE</p> <p>Severely inadequate</p> <p>Very deficient</p> <p>Incomplete</p>	<p>AVOID</p> <p>Wrong</p> <p>Rubbish</p> <p>Weak</p> <p>Poor</p>
 The University of Manchester	FHEQ 5 Level descriptors FAIL 0 - 9% Profoundly inadequate, highly deficient and very weak in all areas	Examples of good practice 'long form' statements	Examples of words and phrases to be used, or avoided, according to marking range	
	<ol style="list-style-type: none"> Transferable skills: Standard of English and communication, and use of disciplinary terminology. Incomprehensible. No attempt to compose proper sentences or paragraphs. Learning outcomes and assessment criteria: adherence to the criteria for assessment in the question. None of the learning outcomes and assessment criteria has been met. Structure, planning and organisation: no / insufficient structure or evidence of planning / illegible presentation. No evidence that any thought has been given to the standard of presentation. Evidence of reading that is appropriate, relevant, broad and accurately recorded: insufficient or inappropriate evidence. Reference list absent / inappropriate. Citations entirely absent. Submission reflects a very limited level of engagement in study on a more general level. Application of the mechanics of scholarship entirely absent. Use of research to support the discussion: interpretation and application of relevant research findings. Absent or inappropriate inclusion of research findings. Critical evaluation and analysis of research findings is highly deficient; very weak in all areas. Profoundly inadequate and highly deficient interpretation, critical evaluation and analysis of appropriate research findings. No evidence of a critical or analytical engagement in the topic. Knowledge and understanding of the topic, the main issues and the concepts: presents entirely inadequate knowledge and understanding of the topic / concepts / issues. The work does not meet expected levels of understanding and exploration of major ideas. It is profoundly inadequate and lacking in depth to justify a pass. Application of theory to practice: link between theory and practice and practice-related issues and / or standards. Does not demonstrate or has insufficient demonstration of how theory is linked to practice. No understanding of link between theory and practice and practice-related issues and / or standards. Reflection on practice which identifies professional development and responsibility: initiative, self-reflection and decision making. Insufficient evidence of safe practice. Insufficient evidence of reflection on practice. Arguments: the understanding of the topic and associated issues / debates. Illogical arguments are presented. Personal opinions are unsupported. No understanding of the material is demonstrated. Arguments notable for their complete absence. 	<p>Your work is profoundly inadequate, highly deficient and very weak in all areas of the topic and unfortunately does not merit a pass mark. You have misrepresented or misunderstood thinking in the discipline and your use of sources is either non-existent or inappropriate. You have not demonstrated any significant awareness of the subject matter. Your work is confused and incoherent and does not address the question posed. To improve future marks you should seek to understand thinking in the discipline and engage critically with it. You should present and structure your arguments better and make sure that they are substantiated.</p>	<p>USE</p> <p>Profoundly inadequate</p> <p>Highly deficient</p>	<p>AVOID</p> <p>Wrong</p> <p>Rubbish</p> <p>Weak</p> <p>Poor</p>

c. Teaching materials:

https://livemanchester.ac.sharepoint.com/:p:/s/UOM-SCO-OptionalityinAssessment/Ec4YZkLdlitFDkoMH3LtDXd0B_dGodviXp4h7Cq5xxu1kFA?e=OlgdMS

d. Other links or pertinent information

The Negotiated Study is an option unit in Year 2 of the BNurs (pre registration nursing degree). It allows the students to explore a subject that is related to nursing but does not have to be nursing per se. The students choose their subject and it is agreed with their field specific supervisor. They then discuss and decide on how

they want to be assessed. Students can choose any format in which to submit their assignment but it must be agreed with the supervisor. To date, students have chosen the following: traditional essay, article for publication, literature review, power point presentation, poster. The only restriction is that they cannot undertake a piece of primary research. Students find the unit challenging but rewarding because of the flexibility given.